

Steven L. Beshear  
Governor

Terry Holliday, Ph.D.  
Interim Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET  
DEPARTMENT OF EDUCATION**

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April 21, 2015

Mr. Carrell Boyd, Superintendent  
Caldwell County Public Schools  
612 W. Washington St.  
Princeton, KY 42445

Dear Superintendent Boyd:

The goal of Kentucky Statewide Consolidated Monitoring (KSCM) is to provide schools and districts feedback and opportunities for continuous improvement wherever possible. The KSCM process creates opportunities for the programs in our schools and districts to look at new ways to collaborate and collectively meet our ultimate goal: increasing student achievement with novice reduction and positioning our students to be college- and career-ready. The team members from your visit have engaged in this collaborative process in order to produce the attached Consolidated Monitoring Report.

During the 2014-15 school year, the Kentucky Department of Education (KDE) conducted monitoring in Caldwell County Public School District. During this process, KDE program staff, utilizing program-specific monitoring tools, conducted on-site visits for the following programs:

- Title I, Part A
- Title II, Part A
- Title III, Part A
- Preschool
- Program Reviews
- Alternative Programs
- Gifted and Talented
- Individuals with Disabilities Act (IDEA)
- Career and Technical Education
- Professional Growth and Effectiveness System (PGES)

Each program involved in the KSCM has an impact on our goal.

For example, Career and Technical Education (CTE) impacts student success and helps to close the achievement gap by working to make all students career ready. Through the use of a sequence of courses known as career pathways, CTE ensures that all students have equal opportunity to develop skills in demand by local industry.

The Individuals with Disabilities Education Act (IDEA) supports the vision of KDE by focusing the efforts of the state, districts, schools and teachers toward closing achievement gaps for students with disabilities and ensuring all students reach proficiency, graduate from high school, and successfully transition to a career or postsecondary education.

Title II, Part A focuses on improving teacher and principal quality to ensure that all students have equal access to highly qualified and effective teachers and leaders. Title I programs provide not only funding but guidance on working with disadvantaged students.

Simply by reducing duplication of effort, these programs and the others engaged in consolidated monitoring can work together to achieve more collaboratively than any of them could alone.

This report is the result of what can be best described as a “snapshot” of the district taken during our visit. It begins with identifying “Effective Practices”. These are practices that the individual programs felt were effective, and in some cases innovative. We strongly suggest that the practices identified be submitted to the KDE Best Practices website.

In addition, the monitoring team collectively discussed the findings and concerns of each program to identify what is categorized as “Common Concerns”. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore presented a potential opportunity for collaboration between identified programs. Each of these concerns has been identified by at least two programs. During this collaborative time, team members from all programs discuss suggestions for potential opportunities to work across programs, streamline implementation and increase success within each program. Any suggested or required actions will be addressed by the specified programs.

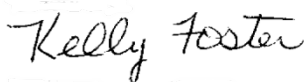
Each program has already provided an individual report as required by federal or state law. Any required actions are monitored by the programs through those individual reports. In order to help the collaborative work of the programs and provide districts with a way to document improvement efforts, we encourage you to utilize the Consolidated School and District Improvement Planning tools in ASSIST.

KDE is striving to provide examples of collaboration and continuous improvement. Our hope is that what we have begun becomes an example that can be replicated across the state.

Each district representative will have the opportunity to provide feedback on the consolidated monitoring process. In the meantime, if you have questions regarding specific program monitoring requirements, please contact the individual program contacts listed in this report. If you have questions concerning the consolidated monitoring process, please contact Claude W. Christian by e-mail at [claudewchristian@education.ky.gov](mailto:claudewchristian@education.ky.gov) or by phone at (502) 564-3791. Information regarding education programs within the state of Kentucky may also be found at [www.education.ky.gov](http://www.education.ky.gov).

Thank you for your work in improving Kentucky’s education programs to better provide for our children.

Sincerely,



Kelly Foster, Ed.D.

Associate Commissioner

Office of Next Generation Schools and Districts

## KDE Consolidated Monitoring Report

<b>District:</b>	<b>Caldwell County</b>
<b>Date(s) of Visit:</b>	February 24, 2015 - February 26, 2015
<b>Team Leads:</b>	
<b>Title I:</b> Mary Marshall	<b>Title II:</b> Lorrie Devers
<b>Title III:</b> Gary Martin	<b>Program Reviews:</b> Rebecca Atkins-Stumbo
<b>IDEA:</b> Robin Linton	<b>Career and Technical Education:</b> Karla Tipton
<b>Gifted and Talented:</b> Kathie Anderson	<b>Preschool:</b> Sally Shepherd
<b>Alternative Programs:</b> Sherri Clusky	<b>Professional Growth and Effectiveness System (PGES):</b> Renee Scott
<b>Alternative Programs:</b> Michael Hefling	

## Highlight of Effective Practice 1

Programs Addressed	Alternative Programs		Title III		Career and Technical Education	
	IDEA		Title I	X	Title II	
Preschool		Professional Growth and Effectiveness System (PGES)		Program Reviews		Gifted and Talented

## Title I

The parent involvement program is very effective in the way it operates in the district. The program is able to reach parents outside of the SBDM Council to participate in school activities and feel value in the decision making process for the district. The primary school's parents are trained to work with their child to enhances student achievement . This allows the parents to take ownship in their students learning process.

## Final Overview

It was noted that the district is average in meeting student needs. Therefore, the challenge and focus should be on more differentiation in practice and rigor in instruction. The district should use scientific research models to assist with student achievement.